DOCUMENT RESUME

ED 230 604 TM 830 399

AUTHOR Albright, Leonard
TITLE Training Manual for External Evaluators. The Vermort Vocational Special Needs Evaluation System.
INSTITUTION Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.
PUB DATE Jun 83
NOTE 37p.; For related document, see ED 222 510 and ED 222 515.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Disabilities; Disadvantaged; *Evaluation Methods; *Evaluators; Program Evaluation; *School Districts; Secondary Education; *Special Programs; State Programs; *Training Methods; *Vocational Education
IDENTIFIERS External Evaluation; *Vermont

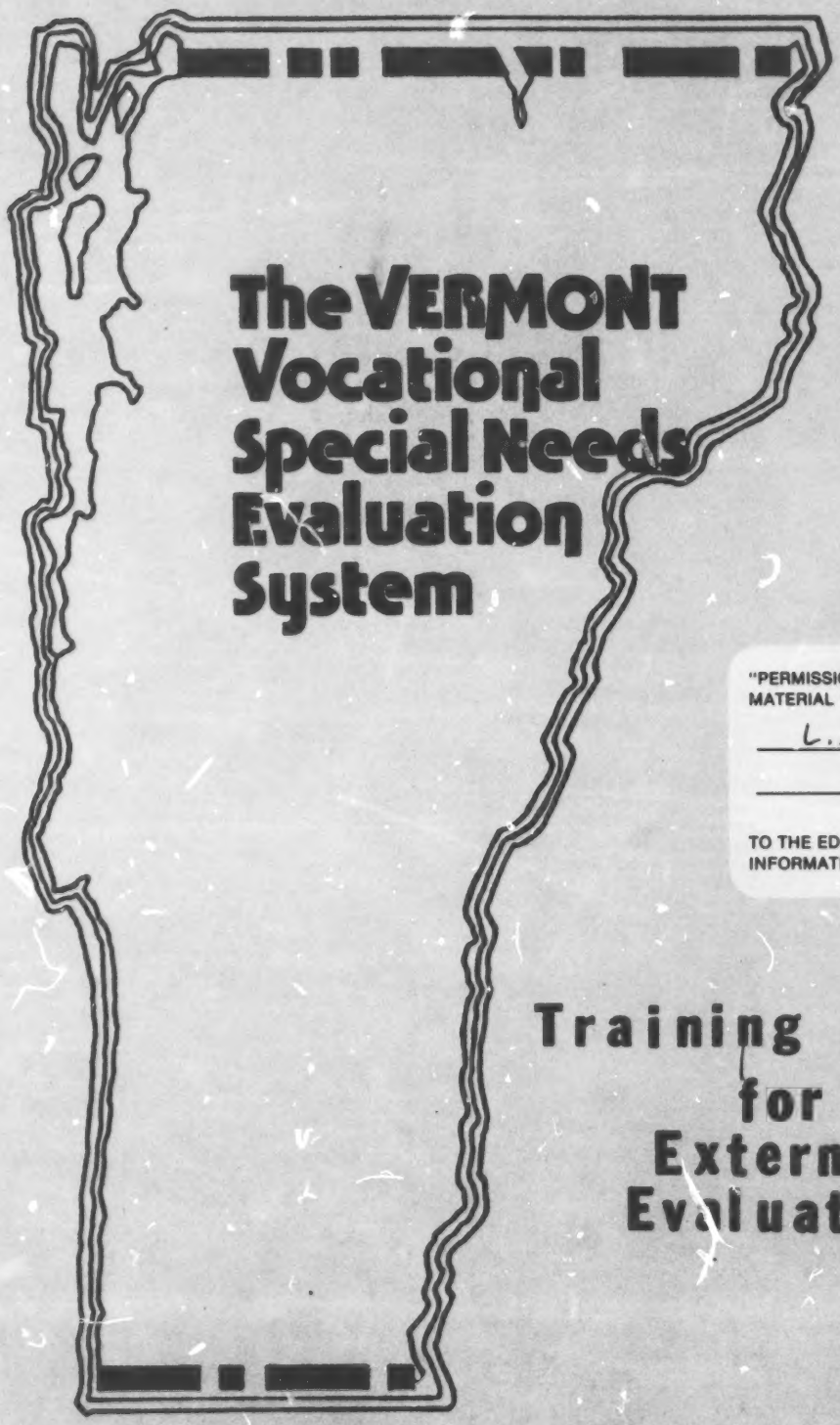
ABSTRACT

The Vermont Vocational Special Needs Evaluation System is a statewide system for evaluating special projects for disadvantaged and handicapped students enrolled in secondary level vocational education programs. A program used for training individuals to serve as external evaluators for the system is presented. This document consists of four sections, which are: (1) an introductory section that provides a rationale for the training program, describes the selection procedures for external evaluators, and highlights the overall training program; (2) an overview of the Vermont Evaluation System, including the sequence of activities, local self-evaluation reporting and the guiding principles of the evaluation system; (3) the external evaluation activity, with discussion of the evaluator's schedule and the activities occurring during the two-day onsite evaluation, as well as a sample of an external evaluator report; and (4) an annotated bibliography of products developed during the operation of the Vermont evaluation system project. (PN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED230604



The VERMONT Vocational Special Needs Evaluation System

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. Albright
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Training Manual for External Evaluators

TM 830 359

Special Needs Section
Division of Adult and Vocational Education
Department of Education
Montpelier, Vermont

The Vermont Department of Education ensures equal employment and educational opportunities regardless of race, color, creed, handicap, national origin, or sex in compliance with state and federal laws.

THE VERMONT VOCATIONAL SPECIAL NEEDS EVALUATION SYSTEM

Training Manual
for
External Evaluators

Prepared by:

Leonard Albright, Ph.D.
Visiting Associate Professor
Departments of Vocational & Special Education
University of Vermont
Burlington, Vermont

Evaluator Training Materials Developed and Used
During the Second Year of the Vermont Vocational
Special Needs Evaluation System Project
June, 1983

TABLE OF CONTENTS

PREFACE i

SECTION I: INTRODUCTION 1

Rationale for Evaluator Training Program 2

Selection of External Evaluators 3

Content of Training Program 3

SECTION II: OVERVIEW OF EVALUATION SYSTEM 6

Sequence of Evaluation Activities 7

Local Project Self-Evaluation Report 10

Guiding Principles of Special Needs Evaluation System 10

SECTION III: THE EXTERNAL EVALUATION 12

External Evaluator's Schedule 13

Activities During First Day 13

Collecting, Verifying And Analyzing Survey Data 15

Conducting Interviews 15

Reviewing And Organizing Findings 16

Activities During Second Day 16

The External Evaluation Report 18

SECTION IV: ANNOTATED BIBLIOGRAPHY OF PRODUCTS FROM THE VERMONT VOCATIONAL SPECIAL NEEDS EVALUATION PROJECT (1981-1983) 27

PREFACE

For the past two years we, at the University of Vermont, have worked closely with the Vermont Division of Adult & Vocational Education in developing a state system for evaluating disadvantaged and handicapped vocational education projects. The evaluation system was designed, field-tested and used in the evaluation of four projects during the first year of operation. Another outcome of the first year was the production of an evaluation system procedures manual for use by local education agencies.[1]

The second year of work focused on two activities; 1) the preparation of six persons to serve as external evaluators for the system, and 2) the evaluation of 11 vocational special needs projects. One result of these activities is the creation of the external evaluator training manual. If this publication proves to be as helpful to the evaluation system as the local procedures manual, then it will be considered a successful product.

A number of individuals made important contributions during the two year effort. Robert Watson, State Consultant for Vocational Special Needs, was actively involved and supportive throughout this venture. His ongoing contributions and commitment to the evaluation system certainly reinforced our belief that the time and effort put into this activity was a worthy investment. James Frasier, Vocational Cooperative Education Coordinator at the Hartford Vocational Center, was a key figure in the development of the evaluation system. During the first year of operation, and while on sabbatical leave

---

[1]This document, which is provided to each district participating in a project evaluation, is available through the Vermont Division of Adult & Vocational Education in Montpelier. It can also be found in the ERIC Reproduction Service (ED 222-515). The reference for this publication is; Albright, L. & Frasier, J. The Vermont Vocational Special Needs Evaluation System: Procedures Manual for Local Education Agencies. Montpelier, Vermont: Division of Adult & Vocational Education, Vermont Department of Education, August, 1982.

for graduate study, Jim played a major role in organizing the evaluation system, served as the external evaluator for four projects, and co-authored the local procedures manual. Janet Ferguson, secretary in the vocational department at UVM, skillfully carried out the many and diverse activities involved in the day-to-day operations. We are especially grateful to Janet for her exceptional work in the typing of the project evaluation reports, the local procedures manual and the evaluator training manual.

Special appreciation is extended to the six persons who served as external evaluators during the second year and who also provided helpful critique of the evaluation system; Lynn Baker, Timothy Donovan, Bob Grogan, Hallie Preskill, John McKeown and Laurie Waite. Recognition is due also to the many local steering committee members of the projects evaluated and to those members who participated in the follow-up telephone interviews about the evaluation experience.

It is our hope that the vocational special needs evaluation system continues to enjoy the level of local, state and university support generated during the first two years of operation. With such endorsement the evaluation system should rightfully serve as an important contributor to the improvement of vocational programs and services for students with special needs.

Leonard Albright
Project Director
June, 1983

SECTION I

INTRODUCTION TO EXTERNAL EVALUATOR TRAINING MANUAL

Rationale for Evaluator Training Program

Selection of External Evaluators

Content of Training Program

INTRODUCTION

The information and materials presented herein are organized for use in preparing individuals to serve as external evaluators for the Vermont Vocational Special Needs Evaluation System. The basic content for the evaluator training manual was developed over the latter months of 1982 and used in preparing six external evaluators during the first quarter of 1983. This document is, then, an outgrowth of the experience with an evaluator training program and is intended for use as a guide for conducting similar programs in the future.

This introductory section provides the rationale for the training program; describes the considerations involved in selecting individuals for training as external evaluators; and outlines the content of the training program. Subsequent sections of this document offer a more detailed account of the training program "essentials".

Rationale for Evaluator Training Program

The training program for external evaluators was developed for three important reasons. First, since the Vermont special needs evaluation consists of a series of coordinated steps among local and state education agency personnel and the external evaluator, it is imperative that the evaluator have a thorough understanding of the system before she/he arrives at the vocational center to conduct the external evaluation. The fact that a local steering committee will have completed a self-evaluation prior to the external evaluator's visit provides ample rationale for the evaluator to be very familiar with how the evaluation system operates.

Second, the various roles and responsibilities of the external evaluator prior to, during and following the two-day onsite evaluation also presents the need for advance preparation. Knowledge of the data that need

to be analyzed, facilitating local steering committee planning, and reporting evaluative information to the State are, for example, three evaluator activities which demand special consideration.

The third reason for the training program is based on the State's commitment to the continued operation of the evaluation system. In recognition of the critical role of the external evaluator, the State has invested in preparing a cadre of persons to serve as external evaluators. This initial investment will provide the State with a pool of trained and experienced evaluators to call upon in subsequent years.

Selection of External Evaluators

Since the vocational special needs evaluation system is a state-initiated and directed activity, final selection of external evaluators is made by the State Consultant for Vocational Special Needs. Entering into the selection decision are several important considerations. The individual selected should possess demonstrated leadership experience in education and/or related human service areas (eg. rehabilitation), with prior experience in vocational and special education being preferred. In order to maintain neutrality, the individual should be from "outside" the present vocational education delivery system; but have an understanding of its operation. Other factors given prime consideration include; 1) positive human relations skills, 2) ability to critically analyze data and contextual information, and 3) effective oral and written communication skills.

Content of Training Program

The evaluator training program consists of two parts. The first part or session provides for an indepth review of the Vermont Vocational Special Needs Evaluation System. The major phases and steps of the system are described, with frequent reference to the Procedures Manual for Local Education Agencies. It is recommended that the participants read this manual prior to the training

program so that pertinent questions and concerns can be addressed during the review session.

The second part of the training session focuses on the external evaluation. The activities and responsibilities of the external evaluator are discussed indepth, along with materials to augment the evaluator's work. The autonomy of the external evaluator in conducting and reporting the evaluation becomes evident during this session.

The agenda used in the first evaluation training program is shown in Figure I. This training program was a one-day session with the review section occurring in the morning and the external evaluation information presented in the afternoon.

Figure 1

AGENDA

EXTERNAL EVALUATOR TRAINING PROGRAM

Session I: "Orientation to Vermont Vocational Special Needs Evaluation System"

AM

A. Background and Purposes of the Evaluation System

B. Indepth review of the LEA Procedure Manual for the Vermont Vocational Special Needs Evaluation System, including the major phases of the system:

- Orientation Session
- LEA Self-Evaluation
- External Evaluation
- Local Project Improvement Plan

C. Guiding Principles of System

Session II: "The External Evaluation"

PM

A. Rationale Behind Selection and Use of External Evaluator

B. External Evaluator's Schedule

C. Reflections on the Importance and Autonomy of External Evaluator (Relationship to UVM, SEA, LEA)

D. The Evaluator's Report: Format, Process & Timelines

SECTION II

OVERVIEW OF EVALUATION SYSTEM

Sequence of Activities

Local Project Information Document

Project Self-Evaluation Report

Guiding Principles of Vermont Evaluation System

OVERVIEW OF EVALUATION SYSTEM

This section of the training manual presents information used in providing the external evaluators with a thorough orientation to the Vermont Vocational Special Needs Evaluation System. The major purposes, activities and principles of the evaluation system are presented, along with discussion of the self-evaluation report submitted to the State Division of Adult & Vocational Education by the local education agency.

Sequence of Activities

An initial activity in the orientation session is a review of the major phases and steps involved in completing a project evaluation. However, before launching into this discussion, the dual purposes of the evaluation are noted. That is, the evaluation should assist local education agencies in improving vocational programs and services for special needs students, while also fulfilling the information needs of the Vermont Division of Adult & Vocational Education. Particular attention is directed to the external evaluator's role in assisting the local education agency.

The major phases and steps involved in the Vermont system are presented sequencially through the use of the information provided in Figure 2 on the following page and by frequent reference to appropriate sections in the Procedures Manual for Local Education Agencies (eg. pages 2-4).

Local Project Information Document

Following review of the major evaluation activities, the session shifts to an examination of the special needs project information obtained from the local steering committee. The types of information obtained about the local project are outlined in Figure 3 on page 9. The format and procedures used by the local committee in reporting this information can be seen in Phase I - Section A of the Procedures Manual, pages 8-21.

Figure 2

SEQUENCE OF ACTIVITIES

VERMONT VOCATIONAL SPECIAL NEEDS EVALUATION SYSTEM

I. Orientation

Step 1 - Pre-evaluation orientation meeting conducted by state H/D consultant

II. Local Self-Evaluation

Step 2 - Preparation of project information document by the Local Evaluation Steering Committee

Step 3 - Preparation of questionnaires by state H/D consultant

Step 4 - Questionnaire administration & tabulation/analysis of results by Local Steering Evaluation Committee

III. External Evaluation

Step 5 - External evaluator's visit:
a. First day activities
b. Second day meeting with Local Evaluation Steering Committee

Step 6 - Preparation of External evaluator's report

IV. Local Improvement Plan

Step 7 - Preparation of Local Improvement Plan by Local Evaluation Steering Committee

Step 8 - Follow-up visit by state H/D consultant to discuss and approve Local Project Improvement Plan

Step 9 - LEA response to local improvement reflected in project proposal submitted to state division of vocational education during next fiscal year

Figure 3

LOCAL PROJECT INFORMATION DOCUMENT

1. Narrative Description of the Project

2. List of Project Goals and Enabling Objectives

3. Student Identification and Referral:
   - criteria used to determine student eligibility
   - procedures used to identify students in need of services

4. Criteria Used to Select Students for Participation in the Project

5. Individualized Planning Procedures:
   - procedures used in planning for individual needs of students
   - persons involved in planning for the individual needs of students

6. Monitoring Student/Project Achievement:
   - description of how student performance is monitored
   - description of how the Project's performance is monitored

7. Student Termination/Follow-up:
   - procedures used to determine when a student no longer needs project services
   - procedures used to follow-up on students no longer receiving project services but who are enrolled in regular vocational programs

8. List of Project successes (at least 5)

9. Description of school and community resources used by the Project and those available for use by the Project

10. Numerical information on:
    - Number of special needs students served last year
    - Number of special needs students presently being served
    - Special needs student enrollment by vocational program area

Project Self-Evaluation Report

After seeing the types of project information obtained and the local reporting format, then the external evaluators receive a copy of the self-evaluation report from their respective project evaluation site. At this point, time should be provided (eg. 20 minutes) for each evaluator to read through his/her local report. The intent here is only to acquaint the evaluator with the project to be evaluated. An independent and more indepth review of this material will need to be done by the evaluator following the training session and prior to the external evaluation.

Guiding Principles of System

The morning orientation session can be concluded by reviewing the guiding principles of the Vermont Vocational Special Needs Evaluation System. This focus should be helpful in reiterating the importance of the external evaluator role and the value attached to a responsive approach. A listing of the guiding principles is provided in Figure 4.

Figure 4

GUIDING PRINCIPLES OF THE VERMONT VOCATIONAL
SPECIAL NEEDS EVALUATION SYSTEM

1. That the system is state initiated and controlled, but it must be responsive to both SEA and LEA needs; that is, responsive in terms of usefulness of information obtained from the evaluation.

2. That local use of evaluation results will require active LEA involvement in the process and with the external evaluator and state consultant.

3. That an evaluation of a special needs project which focuses on providing services to students and teachers in mainstream vocational education must obtain evaluative information from these folks (ie. the primary audiences affected by the project).

4. That an external evaluator should not only share her/his observations of the project with key LEA personnel, but, also assist them in formulating an appropriate plan of action for improvement.

5. That both LEA and SEA must understand and endorse the LEA project improvement plan.

SECTION III

THE EXTERNAL EVALUATION

External Evaluator's Schedule

Activities During First Day

Activities During Second Day

The External Evaluation Report

THE EXTERNAL EVALUATION

The second part of the training program is devoted primarily to the external evaluation. The evaluator's schedule is reviewed, with a focus on the activities that occur during the on-site evaluation. The format of the evaluation report is also discussed and reporting timelines and procedures are established.

External Evaluator's Schedule

As indicated in Figure 5, the external evaluator's schedule at the project site involves two intensive days of information gathering, analysis and reporting. A substantial portion of this time is spent in interviewing various individuals at the vocational center and in working with the local steering committee on the meaning and use of the evaluation findings.

Activities During First Day

The evaluator schedule during the first day essentially consists of three activities; 1) collection, verification and analysis of data from faculty, staff and student surveys in the morning, 2) interviews with students, faculty and administrators during the afternoon, and 3) indepth review and synthesis of information collected and preparation of reporting to local steering committee. This latter activity needs to be done during the evening of the first day.

However, before these first day activities begin, the evaluator is to meet with the local steering committee to finalize the two-day schedule. This includes arranging interview times with various personnel, securing space for independent work to be done, and setting the meeting time and location for the session with the local steering committee members during the second day. Since the second day session with the steering committee is when the findings are reviewed, recommendations are discussed, and

Figure 5

SAMPLE SCHEDULE FOR EXTERNAL EVALUATOR

TIME	FIRST DAY'S ACTIVITIES
8:00 - 8:30 AM	Evaluator meets with local steering committee members to finalize schedule for the evaluation and make all necessary arrangements.
8:30 - 11:30 AM	Evaluator verifies returned questionnaire percentages, conducts preliminary analysis of responses, reviews related self-evaluation documents and notes areas in need of further probing.
12:30 - 4:00 PM	Evaluator meets with special needs staff to discuss project operation. Evaluator Interviews: • Two students (one receiving services; one not presently receiving services but has in the past) • Two vocational teachers (one who has student receiving project services; one who previously had a student receiving project services) • Area guidance coordinator and vocational director
Evening	Evaluator reviews all data and information received and prepares for presentation of observations, findings and recommendations to local steering committee members.
	SECOND DAY'S ACTIVITIES
8:30 - 11:30 AM	Evaluator meets with all members of local steering committee to discuss findings, observations and recommendations and talk about the development of local improvement plan.
12:30 - 5:00 PM	Evaluator time to prepare external evaluation report.

initial planning for program improvement occurs, the evaluator should, during the initial meeting with the steering committee on the first day, stress the need for all steering committee members to participate in the second day review and planning session.

Collecting, Verifying and Analyzing Survey Data

Before, or during the initial meeting with the steering committee, the evaluator is to collect the cumulative results from the surveys that were administered and tabulated by the local committee. This local steering committee activity is based on the instructions provided in Section C, pages 32-41, of the Procedures Manual for Local Education Agencies.

Upon receipt of the cumulative survey data and the individual survey instruments, the evaluator should verify the return rates of the various groups surveyed; examine the cumulative data; spot-check the responses on individual instruments for type and quality of information offered; and begin to formulate areas of questioning for the interviews in the afternoon.

Conducting Interviews

Following review of the cumulative data and related project information, the evaluator begins the interviewing process. At a minimum, interviews are to be conducted with one special needs staff member, two vocational teachers, two students, the area guidance coordinator and the vocational director. Additional information on the types of individuals to be interviewed appears in Figure 5. The selection of these persons is a local responsibility, but the selection procedures and scheduling arrangements are to be discussed during the evaluator's initial meeting with the steering committee.

The individual interviews usually run no longer than 30 minutes and tend to be semi-structured; that is, the evaluator may have specific areas of questioning, but the evaluator and the person being interviewed may spend

more time discussing some areas than others. The evaluator's intent is to see if the interview information is consistent with the survey results and to probe more deeply into areas of "fuzziness" or uncertainty.

Reviewing and Organizing Findings

The evening of the first day is the evaluator's time to review and synthesize the data and organize this information for presentation to the steering committee the following day. The format most often used in organizing the presentation consists of three major sections; 1) areas of project strength, 2) areas in need of strengthening, and 3) recommendations for project improvement.

Since the observations of the evaluator are to be based on the data and information received from the surveys and interviews, and that both observations and "back-up" data need to be communicated to the steering committee, the evaluator should consider organizing a graphic presentation of the data. A graphic display of the cumulative ratings from the survey instrument is one technique that many evaluators have used. An example of this display appears in Figure 6. This particular visual presentation of the data has been found to be very helpful in generating discussion among evaluator and steering committee members.

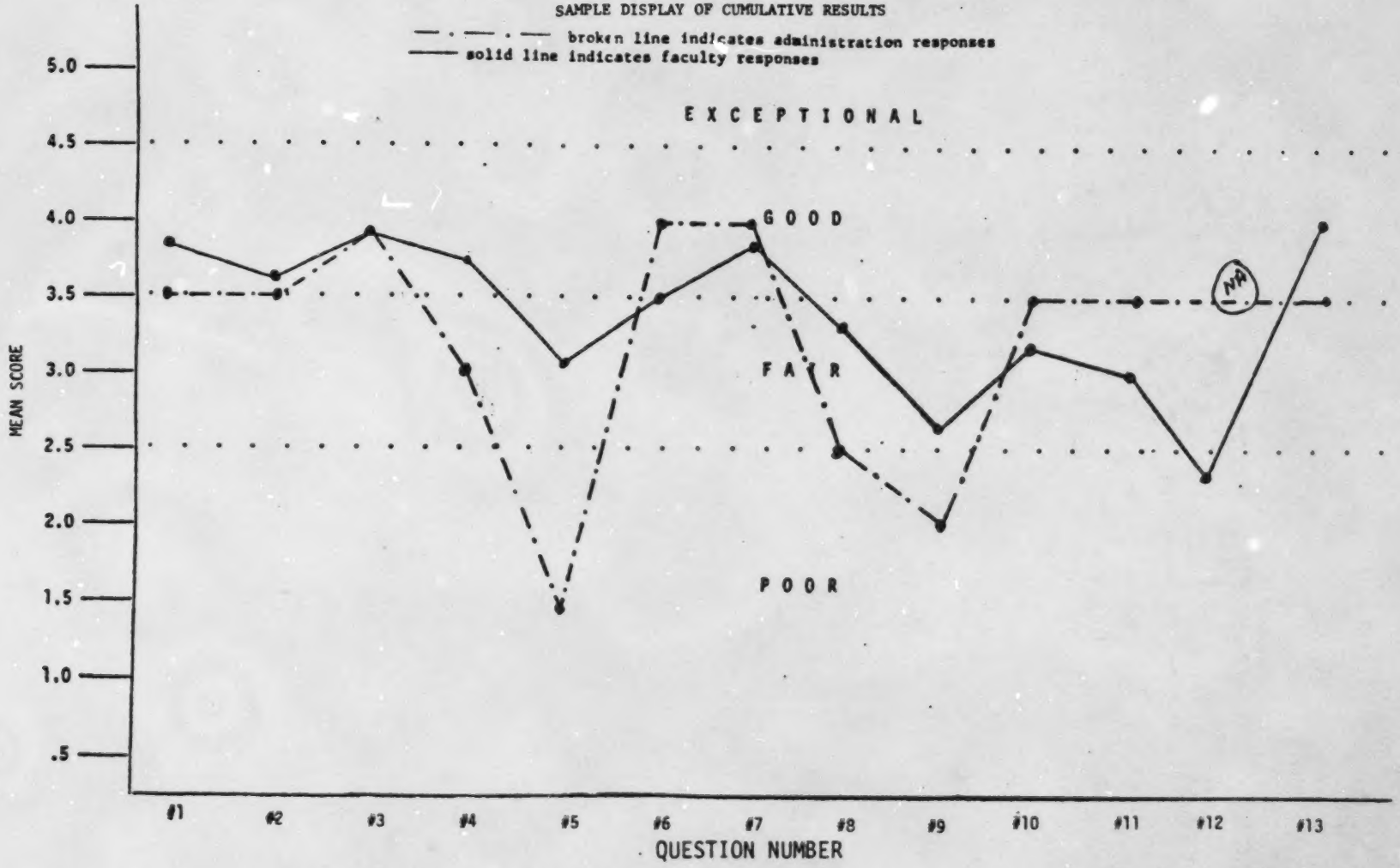
Activities During Second Day

The second day consists of two major activities. The first activity is the evaluator session with the steering committee. This important session is when the evaluator shares her/his observations of the project operation, seeks committee member responses to these observations, and both parties explore strategies for improving the vocational special needs project.

In addition to viewing a graphic display of the data and "teasing-out" observations from these data, the steering committee can record key points of the

Figure 6

SAMPLE DISPLAY OF CUMULATIVE RESULTS



discussion by using the review session form on pages 47 and 48 in the Procedures Manual for Local Education Agencies.

A number of areas for program improvement often emerge during this session. To help the steering committee with its local planning, the evaluator may need to work with the committee on establishing priorities for future action.

The second activity of the day is to prepare the external evaluation report. This report is to be submitted to the State Consultant for Vocational Special Needs within one week following the onsite evaluation. After reviewed and approved by the State Consultant, copies are sent to the local steering committee. The committee is then responsible for preparing a local project improvement plan. Once completed, this plan is also presented to the State Consultant for review and acceptance.

The External Evaluation Report

The external evaluator's report consists of six major sections. These are:

1.	Cover page	Identifies the project evaluated by title, the person responsible for preparing the report (ie, the external evaluator) and the date that the report was submitted to the State Division.
2.	Purposes of Evaluation	Presents the rationale for the evaluation and the dates of the external evaluation.
3.	Evaluation Methods and Procedures	Summarizes the self-study procedures used, followed with a description of the procedures used during the external evaluation phase.
4.	Description of the Project	Provides an overall descriptive summary of the project.
5.	Summary of Findings	Lists projects strengths and areas in need in need of strengthening, along with supporting data for each observation noted.
6.	Recommendations	The evaluator provides specific recommendations for project improvement; based on project observations, information reported in self-evaluation materials, and information discussed during review session with local steering committee.

To illustrate this reporting format and style, a copy of an external evaluator's report from one project evaluated in Spring, 1982 is provided on the following pages.

When submitting this report to the State Consultant, the evaluator should also include the local documents received during the external evaluation (eg. project description, cumulative ratings sheets).

SAMPLE EVALUATION REPORT

SPECIAL NEEDS VOCATIONAL PROGRAM
EVALUATION REPORT

FOR

(Project Title)

at the

(Vocational Center Title)

SUBMITTED TO

State Consultant for Handicapped and Disadvantaged
Vocational Education Programs and Services

Division of Adult and Vocational Education
Vermont Department of Education

PREPARED BY

External Evaluator

(Evaluator's Signature)

June 30, 1982

PURPOSES OF THE EVALUATION

The information in this report is based on an evaluation of the Project. This evaluation was conducted at the Center on June and , 1982, by an independent, external evaluator for the purposes of:

1. Assisting the Center's faculty and the Project's coordinator in their efforts to continually improve the delivery of services to mainstreamed vocational special needs students.

2. Furnishing the Center with evaluation information for use in developing a Local Program Improvement Plan for presentation to the State Consultant for Handicapped and Disadvantaged Programs and Services as provided for in Phase III of the Division's Evaluation System for Vocational Special Needs Programs and Services Manual.

3. Providing information needed by the State Division of Vocational Education to determine the effectiveness of the Project, as mandated by the 1976 Vocational Education Act Amendments (PL 94-482).

EVALUATION METHODS AND PROCEDURES

The evaluation of the Project was implemented at the Area Vocational Center by using the self-study materials prescribed in the Division's Evaluation System for Special Needs Programs and Services. After completion of the self-study, the visit by an external evaluator was used to:

1. Review the Project's self-study documents and materials as shown in Attachment A, B, C.

2. Verify that State Education Agency required data collection and analysis procedures were satisfactorily completed.

3. Interview the vocational center director, two School faculty and four Center faculty, two Project students and the Project's coordinator.

4. Conduct an in-depth meeting with the Center's Local Evaluation Steering Committee to review the evaluator's findings; identify Project strengths and areas in need of strengthening; and, to formulate recommendations concerning the Project.

DESCRIPTION OF THE PROJECT

The Project is a two part effort designed to serve the vocational needs of hearing impaired students enrolled at the Area Vocational Center and the School

The first part of this Project provides for the integration of hearing impaired students from the School into regular vocational education programs at the Center. This part of the Project requires the Project coordinator to devote about two (2) hours of each school day to:

a) transporting students to and from the ;
b) securing classroom interpreter services for students who are enrolled at the Center;
c) acting as a liaison person between students, the School administration, the faculty and the Center's administration in order to provide for the smooth integration of students; and,
d) occasionally discussing each student's overall progress with his/her vocational instructor.

During the 1981-82 school year, six (6) students participated in regular vocational education programs at the Center.

The second part of this Project requires the Project coordinator to devote about 2/3 of each school day at the School to teach:

a) three pre-vocational and/or vocational courses, one time each day for one hour each, in photography, graphic arts and industrial arts.
b) one general math course, one time each day for one hour; and,
c) one general english course, one time each day for one-half an hour.

In addition, the Project provides for one orientation tour of selected students to the Center each school year; encourages students to enroll at the Center through the activities of the Project's coordinator; and, conducts follow-up surveys of students who have attended the

It should be noted that this evaluation focused on the Center's part of this Project.

SUMMARY OF FINDINGS

PROJECT STRENGTHS

1. The faculty and administration of the School and the Center have a good understanding of the Project and its goals.

   - The evidence for this finding can be found in reviewing the mean scores of individuals surveyed in Attachment B, Questions #1 and #13 respectively.

PROJECT STRENGTHS (Continued)

2. The faculty and administration of the Center and the School believe that this Project is needed to help students succeed in their pre-vocational and/or vocational program.

- Individuals surveyed believe this Project is "needed" to "definitely" needed for helping students to succeed in their vocational program.

- Individuals surveyed believe that more than 50 percent of students enrolled in this Project would not be able to succeed without the special services provided by the Project (Attachment B, Question #17).

3. The Center's faculty and administration believe this Project has been "successful" in helping students succeed in their regular vocational education programs at the Center (Attachment B. Question #3).

- The faculty and administration believe that the Project's goals have been "implemented" to "fully implemented" (Attachment B, Question #14).

- The faculty and administation believe the Project's goals have been "well" implemented (Attachment B, Question #15).

4. Virtually all of the Center's faculty believe that this Project is making a critical difference to an student being able to pass his/her vocational program at the Center (Attachment B, Question #16 and Attachment C, #16).

5. students and faculty interviewed by this evaluator believed the most valuable aspect of this Project was that students were able to be in an educational setting with "hearing" people.

- Additional support for this finding can be found in Attachment A, Section I, Page 11.

PROJECT AREAS IN NEED OF STRENGTHENING

The predominate finding of this evaluator was that the Project's planning and operational processes need to be strengthened in order to more adequately serve the needs of hearing impaired students enrolled at the Center and in pre-vocational and/or vocational programs at the School

PROJECT AREAS IN NEED OF STRENGTHENING (Continued)

1. The School's faculty appears to be uncertain about the Project's ability to help students succeed in their pre-vocational and/or vocational program.

- The faculty could not state that this Project has been successful in helping students to succeed in their vocational program (Attachment B, Question #2).

- Of the faculty surveyed, only two (2) indicated that this Project is making a critical difference to an student being able to pass his/her vocational program, three (3) answered "No" that it is not making a critical difference, and four (4) could not say if it was making a critical difference.

- Some faculty offered written comments that questioned the need for this Project based on past Project performance of students and others questioned how much students are being provided with stated Project services (Attachment C, Question #3 and Question #18).

2. The Project appears to be viewed by the and faculty members as primarily being an interpreter service, which is staffed with a Project coordinator who is available to help with problems concerning students at the Center.

- Interviews conducted by this evaluator with students, and School faculty members, and later confirmed by the Local Evaluation Steering Committee members, revealed a general lack of knowledge among the two faculties that this Project involves more than an interpreter/coordinator service at the Center.

- Discussion with the Local Evaluation Steering Committee indicated that the School Part of this Project has come to be regarded as a "regular program" and not as a special project funded by the State.

3. The exceptionally high turnover rate of interpreters was the most commonly expressed concern of students, faculty and administration.

- This was apparent in interviews conducted by this evaluator with students, faculty members of both schools, administration and the discussions during the Local Evaluation Steering Committee Meeting conducted by this evaluator.

- Additional evidence for this finding can be found in Attachment C, Question #18.

PROJECT AREAS IN NEED OF STRENGTHENING (Continued)

4. The procedures used to identify, select and refer students for participation in the Project appeared to not be working well.

- The meaned score of faculty surveyed indicated that students in the Project may not be meeting stated selection criteria for enrollment in the Project (Attachment B, Question #6).

- Only 3 of 6 students completed a full year of study in their vocational program at the Center this year (Attachment A, Page 4).

5. A formalized planning process that involves and faculty of students enrolled in this Project was found to be lacking.

- The faculty's involvement in planning for the services provided by the Project ranged from "no involvement" to "very little" involvement (Attachment B. Question #9).

6. Communications between the and faculty with the Project coordinator concerning individual student progress was found to be almost non-existant.

- The faculty of the School is seldom involved and the faculty only "occasionally" involved in such discussions (Attachment B, Question #12).

RECOMMENDATIONS

1. Key personnel from both schools (e.g. the Center's director, the School's principal, the Project coordinator and faculty members from both schools) should meet for the purposes of discussing and establishing procedures to strengthen:

A) student identification, referral and selection;

B) program planning to meet the unique needs of individual students that involves vocational faculty at the School and at the Center; and,

C) communication between the vocational faculty, the faculty and the Project coordinator concerning the monitoring of students in this special project.

RECOMMENDATIONS (Continued)

2. Specific activities be planned and implemented to decrease the turnover rate of interpreters for the students enrolled in this Project at the Center.

3. Specific activities be planned and implemented in order to bring about a more complete understanding of the Project's activities within the and faculty members affected by this Project.

4. The Part of this Project was not a focus of the present evaluation. Therefore, it is recommended that a follow-up evaluation be conducted so that a more complete assessment of the Project can be obtained.

SECTION IV

ANNOTATED BIBLIOGRAPHY OF PUBLICATIONS FROM UVM-SDE EVALUATION PROJECT

Annotated Bibliography of Products Developed During
The Vermont Vocational Special Needs Evaluation
System Project (1981-1983)

Albright, L. Development of a State System for Evaluating Disadvantaged and Handicapped Vocational Education Projects. Final Project Report. Montpelier, Vermont: Division of Adult & Vocational Education, Vermont Department of Education, August, 1982. 27 pages. (ERIC Document Reproduction Service No. ED 222-510)

This final report of a first year project describes the major procedures employed in developing, field testing and using a system for evaluating vocational special needs projects in Vermont. Also included is a listing of project outcomes and products and recommendations for further improvement of the state evaluation system.

Albright, L. The Vermont Vocational Special Needs Evaluation System: Training Manual for External Evaluators. Montpelier, Vermont: Division of Adult & Vocational Education, Vermont Department of Education, May, 1983 - 30 pages.

This document consists of procedures and materials used in the training of external evaluators for the Vermont Vocational Special Needs Evaluation System during the 1982-83 school year.

Albright, L. & Frasier, J. The Vermont Vocational Special Needs Evaluation System: Procedures Manual for Local Education Agencies. Montpelier, Vermont: Division of Adult & Vocational Education, Vermont Department of Education, August 1982 - 68 pages. (ERIC Document Reproduction Service No. ED 222-515)

A procedures manual for local education agency (LEA) use in organizing and conducting the state-sponsored vocational special needs program evaluation system. The three major phases of the evaluation are described. The first phase is a self-evaluation conducted by local education agency personnel and reported to the State. The second phase is an external evaluation, conducted by an evaluation specialist who spends 2 days at the respective LEA. The third phase is the development of a project improvement plan, based on the outcomes of the evaluation activities.

Ericson, A.; Watson, B.; Frasier, J. & Albright, L. Development of a State System for Evaluating Disadvantaged and Handicapped Vocational Education Projects. Paper presented at the American Vocational Association Convention, St. Louis, Missouri, December, 1982. 16 pages.

This paper describes the procedures used in the development and review of the Vermont Vocational Special Needs Evaluation System. Also presented are; 1) the follow-up instrument used to interview LEA personnel who participated in project evaluations during the 1981-82 school year; and 2) a chart which highlights the information obtained from the Vermont evaluation system.

Frasier, J.R. An Analysis of State Systems for Evaluating Vocational Education Programs and Services for Handicapped and Disadvantaged Students. Advanced Graduate Thesis. Burlington, Vermont: College of Education and Social Services, University of Vermont, April 1983. 151 pages.

This thesis is a reporting of a study which examined the status of vocational special needs program evaluation in 13 states. The analyses consisted of a review of each state's evaluation materials and follow-up telephone interviews with 13 state consultants for vocational special needs. The findings provide a multi-state reading on the current level of activity in the vocational special needs program evaluation arena and suggestions for future research and development are offered. The appendices to this report contain the materials and instruments used in the inquiry.

Frasier, J. & Albright, L. Toward Building a Special Needs Evaluation Component Into the Quality Assessment System (QAS). Report submitted to the Vermont Division of Adult & Vocational Education, October 30, 1981. 6 pages.

This report provides a series of suggestions for integrating a special needs focus into the existing state vocational education evaluation system; that is, the Quality Assessment System (QAS). Specific areas of the QAS in which the special needs component could be infused are noted and discussed.